United Nations ECE/CEP/AC.13/2014/6

Economic and Social Council

Distr.: General
22 January 2014

Original: English

Economic Commission for Europe

Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Ninth meeting
Geneva, 3 and 4 April 2014
Item 2 (d) of the provisional agenda
Implementing the third phase of the UNECE Strategy for Education for Sustainable Development: mandatory national implementation reporting in 2014

Preparation and submission of national implementation reports in 2014

Note by the secretariat

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring the progress of the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex, para. 4 (b)). On 1 November 2014, States participating in the Strategy are due to submit their final national implementation reports.

Reports are expected to reflect the progress made in the implementation of the Strategy at the national/State level during implementation phase III (2011–2015). The results presented by member States will be analysed in a synthesis report by the secretariat in 2015. It is furthermore expected that the reporting outcomes will be presented to a high-level meeting of education and environment ministries in 2016.

This note is aimed at facilitating the discussion on the reporting process by the Steering Committee at its ninth session. The document moreover draws the attention of National Focal Points to the relevant reporting steps, timelines and considerations.

GE.14-20341

1420341

Please recycle

I. Introduction

1. In March 2005, the education and environment ministers of United Nations Economic Commission for Europe (UNECE) member States adopted the UNECE Strategy for Education for Sustainable Development at a high-level meeting in Vilnius. The Strategy is a policy tool that helps the countries of the region to introduce and promote education for sustainable development (ESD) in formal, non-formal and informal education in their respective countries.

2. The implementation of the Strategy is a continuous process. However, in order to facilitate the assessment of its progress, three phases were proposed in the Vilnius Framework for Implementation of the Strategy (CEP/AC.13/2005/4/Rev.1). Phase I (2005–2007) was aimed at developing a good basis to start implementation, and it was recommended that each country should identify what it was already doing that would fit within the remit of the Strategy. Moreover, countries were encouraged to approve national implementation plans for ESD. Phase II (2008–2010) focused on the implementation of the Strategy's provisions, and countries reviewed progress made in the implementation of their respective national strategies. Phase III (2011–2015), which is now in its final year, is aimed at making considerable progress in implementing ESD.

3. To facilitate and evaluate the Strategy's implementation and raise awareness at the national level, as well as share experiences within the region, the member States agreed to periodically assess the implementation process based on a unified reporting format and a clear set of indicators, developed by the ECE Expert Group on Indicators.

II. National implementation reporting on implementation phase III

4. The periodic assessment provides information about countries' performance in implementation. The assessment benefits the implementation process at the national and local levels by raising awareness, engaging all the relevant stakeholders and allowing for stock to be taken and main successes and challenges to be identified. Moreover, it offers a unique opportunity for the countries to learn from each other in implementing ESD, since it provides in-depth information about experiences and challenges encountered region-wide.

5. The assessment for phase III is of particular importance, since it marks the end of a 10-year process for the Strategy for ESD. The third progress report will provide the opportunity to directly compare member States' results with those of the previous two reports and will thereby give an insight into the developments of implementing ESD in each member State and in the ECE region. Finally, the assessment of progress made and challenges encountered in implementation phase III is vital for setting future priorities in the implementation of ESD.

6. The ECE secretariat stands ready to offer any support and assistance it can to the National Focal Points in the preparation and submission of the reports.

A. Process of reporting

7. In order to facilitate reporting for ECE member States and the secretariat, the following points should be taken note of:

(a) The reporting templates to be used for preparing the national implementation reports (NIRs) contained in document ECE/CEP/AC.13/2014/5 are available in English, French and Russian on the ECE ESD website.[1] Moreover, electronic copies of the reporting template can be requested directly from the secretariat by e-mail (esd@unece.org);

(b) The deadline for submission of the national implementation reports to the secretariat is 1 November 2014;

(c) Reports should be submitted to the secretariat electronically in word format by e-mail (esd@unece.org);

(d) The text of the report should be in English. Member States are encouraged to provide the text in the two other official languages of the ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing or formatting will be provided;

(e) ECE member States should prepare reports through a transparent, consultative process involving all relevant stakeholders at the national/State level. Countries with a federal structure will submit one consolidated report based on subnational/State inputs;

(f) The first two progress reports, prepared in 2007 and 2010, have been made available on the ECE ESD website, and the secretariat will post the phase III reports on a dedicated web page for the 2014 NIRs once they are received;

(g) A synthesis report will equally be prepared for the third national implementation reporting, highlighting progress made, identifying challenges and recommendations;

(h) For further assistance, member States may consult the information web page on the 2014 NIRs. Moreover, the guidance for reporting (ECE/CEP/AC.13/2009/5), which had been developed for the previous national implementation reporting is available on the ECE website[2] and includes detailed information on the indicators of the reporting template.

[1] See http://www.unece.org/index.php?id=34306.

[2] Ibid.

B. Schedule for reporting

Proposed process	*Time required*	*Timing in 2014*	*Key actors*
Preparatory process (e.g., identification of relevant stakeholders, sources of information, review of the 2007/2010 reports, where available, etc.)	1 month	May 2014	Two national focal points (NFPs): ministries of education and ministries of environment, in consultation with any other relevant stakeholders
Preparation of the first draft	1 month	June 2014	Two NFPs
Multi-stakeholder consultation on the draft	1–3 months	July–September 2014	Initiated by two NFPs, with the participation all of all the relevant stakeholders (e.g., ministries other than ESD focal points, educational institutions, non-governmental organizations, local authorities, capacity-building organizations, educator training institutions)
Finalization of the report (including translation into English, French or Russian, where relevant)	1 month	October 2014	Two NFPs
Formal submission to the secretariat *Electronic submission*: esd@unece.org *Postal submission*: Ms. Simone Hofner Secretariat of the ECE Steering Committee on Education for Sustainable Development Palais des Nations 1211 Geneva 10 Switzerland	**1 November 2014**		One of the NFPs

C. National consultations

8. A transparent and participatory process of the NIR preparation is very important for the comprehensiveness and quality of the reports, as well as for raising awareness on and engaging stakeholders in the implementation of the Strategy. Identification of all possible relevant stakeholders at an early stage and their engagement in defining the scope and the content of the assessment are therefore important parts of the process.

9. Allocating sufficient time for consultations is another important aspect, particularly taking into account that in order to meet the submission deadline for the reports

(1 November 2014), such consultations will necessarily take place over the summer months.

D. The role of the secretariat

10. The ECE secretariat stands ready to offer any support and assistance it can to the national focal points in the preparation and submission of the report.

11. On the basis of the reports received the secretariat will prepare a synthesis report on the implementation of the Strategy. The synthesis report for phase III will be presented to the tenth meeting of the ECE Steering Committee on ESD in 2015.

12. The secretariat will also ensure the availability of the reports on its website.

E. Relevant documents and guidance

13. Key documents for the preparation of the 2014 national implementation reports include:

(a) The UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1);[3]

(b) Reporting format (ECE/CEP/AC.13/2014/5);

(c) The guidance for reporting on implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy, "Learning from each other: achievements, challenges and the way forward" (ECE/BELGRADE.CONF/2007/INF/3–ECE/CEP/AC.13/2007/2);[4]

(e) The second progress report on the implementation of the Strategy, "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2012/3).[5]

---

[3] Available from http://www.unece.org/fileadmin/DAM/env/esd/Strategy&Framework.htm

[4] Available from http://www.unece.org/env/efe/Belgrade/Proceedings/Item3/Item3.html.

[5] Available from http://www.unece.org/index.php?id=28258.